

EXEMPLAR

Student Achievement Plan (2014-2015)

Ivana Agrade, Principal

123 High Achievement Lane
Turnaround, IN

School Name: High Achievement School

Corporation: _____

Approved By: _____
(Principal Signature)

Date: _____
(Month, day, year)

Approved By: _____
(Superintendent Signature)

Superintendent Name

Root Cause Analysis Priority Area for Improvement – PAI #1

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I. PAI Focus	<i>(Select One)</i> <input checked="" type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate <input type="checkbox"/> College and Career Readiness
II. Subject	<i>(Select One)</i> <input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> English 10 <input type="checkbox"/> Algebra I
III. Grade(s)	
IV. Subgroup or Improvement Focus	<i>(Select One)</i> <input type="checkbox"/> Bottom 25% (Elementary and Middle School only) <input type="checkbox"/> Top 75% (Elementary and Middle School only) <input checked="" type="checkbox"/> Improvement from 8 th to 10 th Grade (High School only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School only)
V. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data shows an overall negative trend in Algebra 1 performance over the past 7 years, with the exception of 2011. In order to earn above a 'C' for this subject area, student proficiency will have to increase 20% or 22 Students.</p>
VI. Root Cause of PAI – The Most Important WHY?	<p>In 2007, our school adopted the goal to improve Reading and Writing Across the Curriculum. Although we have improved and maintained our English ECA scores, our Math scores have decreased. We believe that the root cause of PAI 1 is the lack of focus on Mathematics and Critical Thinking skills.</p>

Root Cause Analysis Priority Area for Improvement – PAI #2

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

VII. PAI Focus	<p>(Select One)</p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
VIII. Subject	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
IX. Grade(s)	
X. Subgroup or Improvement Focus	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
XI. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data shows inconsistent performance in weakest strand over the past 3 years in both grade level and cohort IPI standards; however, number sense and computation are consistently showing up in the bottom 2 performance standards or grades 3-5. To increase student performance in number sense and computation will require us to look specifically at building conceptual understanding and math fluency. To raise our grade for this subject area, student proficiency will have to increase by 2% or 4 students in overall performance and decrease overall low growth by 13.5% or 7 students.</p>
XII. Root Cause of PAI – The Most Important WHY?	<p>Over the last 4 years our school corp. has provided continuous support in building curriculum maps with the K-12 curriculum initiative. These steps include the purchase of Curricuplan software, ongoing professional development with Curriculum Consultant, Janet Hale, as well as paid time for staff to work on developing the maps. We are now in our first full year in developing a Consensus Map for Math. The highlighting of units/skills in grades 3-5 aligned with assessment windows. While operating in the 'building the plan while flying it mode', we've reflectively realized the lack of consistent grade level and cross grade level articulation in planning as a definite factor to the inconsistent performance in strand areas. Curriculum Maps will provide the scope and sequence, common assessments, and activities as a required tool and accountability measure for HAS staff.</p> <p>A curriculum map will provide a consistent plan and accountability system to increase overall student performance in all standards. We believe the lack of formative and common</p>

	assessment data being used to differentiate instruction thus creating gaps in foundational Math skills in the root cause of PAI 2.
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Root Cause Analysis Priority Area for Improvement – PAI #3

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

XIII. PAI Focus	<i>(Select One)</i> <input type="checkbox"/> Student Proficiency (Pass Rate) <input checked="" type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate <input type="checkbox"/> College and Career Readiness
XIV. Subject	<i>(Select One)</i> <input type="checkbox"/> Math <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra I
XV. Grade(s)	
XVI. Subgroup or Improvement Focus	<i>(Select One)</i> <input type="checkbox"/> Bottom 25% (Elementary and Middle School only) <input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only) <input type="checkbox"/> Improvement from 8 th to 10 th Grade (High School only) <input type="checkbox"/> Improvement from 10 th to 12 th Grade (High School only)
XVII. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Although our data indicates a slight increase in the English Language Arts scores over the past few years the data has been inconsistent.</p> <p>In order to earn above a 'D' for English Language Arts, the students with passing proficiency will have to increase by 9% (22 students) or higher.</p> <p>So our focus must be on the percentage of students with high growth. We must have an increase of 7% or 18 students for our top 75% of students.</p>
XVIII. Root Cause of PAI – The Most Important WHY?	<p>During the 2005 school year we adopted Rigby <i>Literacy by Design</i> as the core reading program. This program did not have a strong writing component and left staff searching for a framework for writing. We also lacked consistent professional development in writing. As we looked at the data, writing applications was weak throughout all grades as measured by ISTEP. We believe the root cause of our ELA scores and low growth was due to inconsistent writing instruction and a lack of stretch for our high performing students.</p>

Developing SMART Goals

Creating S.M.A.R.T. Goals

Specific

Measurable

Attainable

Realistic (or Results Oriented)

Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

*Who: Who is involved?

*What: What do I want to accomplish?

*Where: Identify a location.

*When: Establish a time frame.

*Which: Identify requirements and constraints.

*Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, “Get in shape.” But a specific goal would say, “Join a health club and workout 3 days a week.”

Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....

How much? How many? How will I know when it is accomplished?

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic/Results Oriented: To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely: A goal should be grounded within a time frame. With no time frame tied to it there’s no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? “Someday” won’t work. But if you anchor it within a timeframe, “by May 1st”, then you’ve set your unconscious mind into motion to begin working on the goal.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

DATA

2013-2014

Report Card Data – ISTEP+, ECA

2014-2015

Initial Acuity or NWEA

DIBELS, DRA, F & P Kit

Summative or Formative Baseline Data

SMART GOALS

Academic Achievement Goals:

1. *Example:* By May 2015, ___ School will raise 3rd grade reading proficiency by 5% (75% Prof./Advanced to 80% Prof./Advanced) as measured by _____.
2. *Example:* By May 2015, ___ School will raise 5th grade math proficiency by 4% (79% Prof./Advanced to 83% Prof./Advanced) as measured by_____.

Instructions for completing Interventions aligned to Turnaround Principles

- Priority Schools – ALL 8 principles should have interventions that align to the bullet points
- Focus Schools – Following an analysis of data and identification of specific populations performing below expected growth or achievement levels, interventions should align with those specific Turnaround Principles that address the disaggregated data needs identified.

On each page, there are multiple tables as shown below. You are free to copy/paste extra tables for more interventions. As you select your interventions, please include those that are pertinent to the goals and PAIs. The intent of this is for schools to be focused and intentional about what they are doing to drive the school improvement work. It is also important to note that the Outreach Coordinators will monitor progress based upon the interventions that are listed.

Intervention	PAI Addressed	1 2 3	Driver Name/Title			
	Provide a brief description of your intervention					
	Evidence – What evidence will you utilize to show success for the intervention?					
	Indicator(s) – To which indicators above does this intervention align?					
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status		

PAI Addressed – please mark which PAI this particular intervention addresses.

Driver – who is the person responsible for leading this intervention and checking the progress?

Intervention Description – a brief description of the research-based intervention should be provided.

Evidence – The evidence that is chosen for this intervention should be shown to the Outreach Coordinator during the monitoring visits.

Action Steps – These should be benchmark steps to implement the intervention with fidelity. Implementing with fidelity means the intervention is applied consistently and intentionally while following the best-practice protocols for the selected intervention.

Target Date – provide a benchmark date for each of the action steps. Doing this will help the school focus on being intentional with the implementation.

Status – Please share your current status of the action step (ongoing, current, in progress, completed, etc.)

TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP

Ensure that the principal has the ability to lead the turnaround effort. Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

Strategies must be included for the following:

- a. Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget
- b. The principal uses data to establish a coherent vision that is understood and supported by the entire school community
- c. The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- d. The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- e. The principal communicates high expectations to staff, students and families, and supports students to achieve them.
- f. The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- g. The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
- h. The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
- i. The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- j. The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
- k. The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

Intervention Quality Improvement Team	PAI Addressed 1 2 3	Driver Name/Title AI Smith/Instructional Coach	
	Provide a brief description of your intervention This team will analyze goals, progress and interventions		
	Evidence – What evidence will you utilize to show success for the intervention? QIT and Staff Meeting Agendas and Notes Formative and Summative Assessment Data Admin Walkthroughs Informal Teacher Observations		
	Indicator(s) – To which indicators above does this intervention align? a. Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget b. The principal uses data to establish a coherent vision that is understood and supported by the entire school community c. The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement. d. The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment. e. The principal communicates high expectations to staff, students and families, and supports students to achieve them. f. The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity. g. The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments. h. The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs). k. The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1.	Create the QIT	July 2014	completed
2.	Gather and analyze data	August 2014 – May 2015	ongoing
3.	Analyze and modify interventions	August 2014 – May 2015	ongoing
4.	Communicate progress toward goals to the staff	August 2014 – May 2015	ongoing

Intervention	PAI Addressed 1 2 3			Driver <i>Name/Title</i>	
	Provide a brief description of your intervention				
	Evidence – What evidence will you utilize to show success for the intervention?				
	Indicator(s) – To which indicators above does this intervention align?				
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status

Intervention	PAI Addressed 1 2 3			Driver <i>Name/Title</i>	
	Provide a brief description of your intervention				
	Evidence – What evidence will you utilize to show success for the intervention?				
	Indicator(s) – To which indicators above does this intervention align?				
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status

TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

Establish a school environment that supports the social, emotional, and learning needs of all students. To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

Strategies must be included for the following:

- The school community supports a safe, orderly and equitable learning environment.
- The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
- High expectations* are communicated to staff, students and families; students are supported to achieve them.

*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

Intervention Implementation of PBIS	PAI Addressed 1 2 3	Driver Name/Title Cary Carson/Counselor	
	Provide a brief description of your intervention The use of PBIS will assist in the improvement in climate and culture.		
	Evidence – What evidence will you utilize to show success for the intervention? Behavior data, minutes from PBIS team meetings, climate and culture surveys		
	Indicator(s) – To which indicators above does this intervention align? a. The school community supports a safe, orderly and equitable learning environment. b. The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff. c. High expectations* are communicated to staff, students and families; students are supported to achieve them.		
Action Steps – Provide specific action steps to implement the intervention		Target Date	Status
1. Develop common beliefs		August 2014	completed
2. Create behavior matrix, 3-5 expectations and school-wide expectations		August 2014	completed
3. Create tier diamond of support		August 2014	completed
4. Set school-wide expectation calendar for implementation		August 2014	completed
5. Implement calendar expectations		August 2014	completed
6. Collect ongoing behavior data		August 2014- May 2015	ongoing

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

Strategies must be included for the following:

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

Intervention Common expectations aligned to Instructional Framework	PAI Addressed 1 2 3	Driver <i>Name/Title</i> Pat Smarty/Assistant Principal	
	Provide a brief description of your intervention Common expectations for classroom instruction are focused on the instructional framework		
	Evidence – What evidence will you utilize to show success for the intervention? Professional Learning Agendas Summative and formative assessments Lesson Plans Administrative Walkthroughs Posted Lesson Objectives		
	Indicator(s) – To which indicators above does this intervention align? a. Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. d. Teachers demonstrate necessary content knowledge f. Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1. Determine/review instructional framework		August 2014	completed
2. Create/review SMART Learning Objectives		August 2014	completed
3. Create common expectations		August 2014	completed
4. Ensure formative and summative assessments are aligned to the Instructional Framework		August 2014-May 2015	ongoing
5. Conduct administrative walkthroughs to monitor implementation		August 2014-May 2015	ongoing

Intervention	PAI Addressed	1 2 3	Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed	1 2 3	Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

Strategies must be included for the following:

- The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
- Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the “taught” curriculum.
- The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- Instructional materials and resources are aligned to the standards-based curriculum documents.
- An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

Intervention Implement Rtl	PAI Addressed 1 2 3	Driver Name/Title Leslie Burk/ Title I Lead	
	Provide a brief description of your intervention A multi-tier approach to the early identification and support of students with learning and behavior needs		
	Evidence – What evidence will you utilize to show success for the intervention? Rtl meeting notes List Interventions List of student groupings Communication to parents – emails, phone logs, letters, etc.		
	Indicator(s) – To which indicators above does this intervention align? c. The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. e. An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1.	Analyze data to determine interventions needed and student placement within the intervention groups	August 2014	complete
2.	Monitor student progress every 4-6 weeks	August 2014-May 2015	Ongoing
3.	Monitor and adjust student groups and interventions based on data results	August 2014-May 2015	Ongoing
4.	Communicate progress toward goals with parents	August 2014-May 2015	Ongoing

Intervention	PAI Addressed 1 2 3			Driver <i>Name/Title</i>	
	Provide a brief description of your intervention				
	Evidence – What evidence will you utilize to show success for the intervention?				
	Indicator(s) – To which indicators above does this intervention align?				
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status

Intervention	PAI Addressed 1 2 3			Driver <i>Name/Title</i>	
	Provide a brief description of your intervention				
	Evidence – What evidence will you utilize to show success for the intervention?				
	Indicator(s) – To which indicators above does this intervention align?				
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status

TURNAROUND PRINCIPLE #5: EFFECTIVE STAFFING PRACTICES

Develop skills to better recruit, retain and develop effective teachers.

Strategies must be included for the following:

- Hiring timelines and processes allow the school to competitively recruit effective teachers.
- School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

Intervention Implement Administrative Walkthroughs	PAI Addressed 1 2 3	Driver Name/Title Lee Leigh	
	Provide a brief description of your intervention Drive a cycle of continuous improvement by focusing on the effects of instruction through the implementation of classroom walkthroughs		
	Evidence – What evidence will you utilize to show success for the intervention? Classroom walkthrough form Walkthrough data Agreed upon expectations PD calendar Staff meeting agendas and notes		
	Indicator(s) – To which indicators above does this intervention align? b. School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes c. Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually. d. Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1.	Discuss and set expectations with staff	August 2014	completed
2.	Develop a walkthrough form	August 2014	completed
3.	Create a calendar for walkthrough visit	August 2014	completed
4.	Conduct the walkthroughs, provide feedback and gather data	August 2014 – May 2015	ongoing
5.	Analyze data to determine PD needs	August 2014 – May 2015	ongoing
6.	Implement PD to address needs based on data	August 2014 – May 2015	ongoing

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

Strategies must be included for the following:

- Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.

Intervention <i>Use of Data Coach</i>	PAI Addressed 1 2 3	Driver Name/Title <i>Darlene Stats, Data Coach</i>	
	Provide a brief description of your intervention <i>The use of a data coach will assist in developing and implementing a data protocol across all grade levels as well as school wide.</i>		
	Evidence – What evidence will you utilize to show success for the intervention? <i>Data protocol meeting agendas, minutes, and outcomes</i>		
	Indicator(s) – To which indicators above does this intervention align? <i>a. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture. b. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement c. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.</i>		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1. <i>Hire a data coach</i>		<i>Aug. 2014</i>	<i>complete</i>
2. <i>Data coach schedules data meetings for the entire year with all grade levels, administration, and school-wide</i>		<i>Aug. 2014</i>	<i>in process</i>
3. <i>Data coach develops a cohesive data analysis protocol for each data meeting</i>		<i>Sept. 2014</i>	<i>in process</i>
4. <i>Monthly & quarterly data meetings occur for academics, climate, culture, and teacher evaluation</i>		<i>Sept.-May</i>	<i>in process</i>

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

Strategies must be included for the following:

- The master schedule is clearly designed and structured to meet the needs of all students.
- The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
- The master schedule is clearly structured and designed to meet the professional development needs of staff, which includes ensuring collaboration time that is aligned to schools goals and targets the needs of teachers.

Intervention Double Math Blocks	PAI Addressed 1 2 3	Driver <i>Name/Title</i>	
	Provide a brief description of your intervention Math classes will be two class periods long in order to ensure that students have an extended period of time for math instruction in order to increase overall student achievement		
	Evidence – What evidence will you utilize to show success for the intervention? Master Schedule Summative and Formative Assessments Subject/Grade Level Notes Instructional Framework/ scope and sequence		
	Indicator(s) – To which indicators above does this intervention align? a. The master schedule is clearly designed and structured to meet the needs of all students. b. The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics. c. The master schedule is clearly structured and designed to meet the professional development needs of staff, which includes ensuring collaboration time that is aligned to schools goals and targets the needs of teachers.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1. Adjust master and teacher schedule		May 2014	completed
2. Analyze student data in order to develop scope and sequence for double blocks of math instruction		July 2014	completed
3. Meet with grade/subject level teams		August 2014- May 2015	ongoing
4. Analyze data from assessments and make adjustments to curriculum pacing/spiraling		September 2014-May 2015	ongoing

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed 1 2 3		Driver Name/Title	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

Strategies must be included for the following:

- Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
- Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Intervention Create a Parent Advisory Council	PAI Addressed 1 2 3	Driver <i>Name/Title</i> Polly Parent/PTO President	
	Provide a brief description of your intervention A PAC will meet regularly with administration to provide input on school improvement goals and student success		
	Evidence – What evidence will you utilize to show success for the intervention? Agenda Newsletters Calendar of meetings		
	Indicator(s) – To which indicators above does this intervention align? a. Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students’ progress in order to increase student learning for all students. b. Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.		
	Action Steps – Provide specific action steps to implement the intervention		Target Date
1. Recruit parents for PAC that includes a diverse group of stakeholders representative of your student body		May 2014	completed
2. Hold meetings and set calendar and agenda for the year		August 2014	completed
3. Determine goals based on student/school data		August 2014	completed
4. Communicate results of PAC meeting to entire school community		August 2014- May 2015	ongoing

Intervention	PAI Addressed	1 2 3	Driver <i>Name/Title</i>	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Intervention	PAI Addressed	1 2 3	Driver <i>Name/Title</i>	
	Provide a brief description of your intervention			
	Evidence – What evidence will you utilize to show success for the intervention?			
	Indicator(s) – To which indicators above does this intervention align?			
Action Steps – Provide specific action steps to implement the intervention			Target Date	Status

Student Achievement Plan

SCHOOL: _____
DISTRICT: _____

**Leadership Team Assignments
2014--2015**

DATE: _____

Student Achievement Plan (SAP)

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	
#2: SCHOOL CLIMATE AND CULTURE	
#3: EFFECTIVE INSTRUCTION	
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	
#5: EFFECTIVE STAFFING PRACTICES	
#6: ENABLING THE EFFECTIVE USE OF DATA	
#7: EFFECTIVE USE OF TIME	
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the “status” column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.